

Windsor Hill Elementary

8600 William Moultrie Drive
North Charleston, South Carolina 29420

Grades	PK-5 Elementary School	
Enrollment	794 Students	
Principal	Jim Atkinson	843-760-9820
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	21	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Below Average	Yes
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes

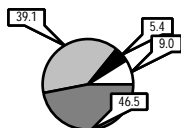
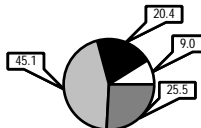
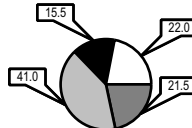
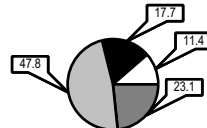
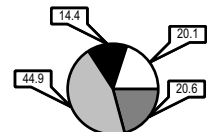
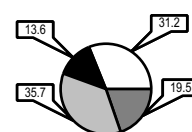
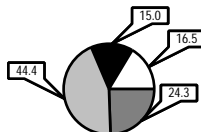
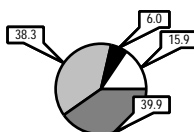
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	406	100.0	9.0	39.1	46.5	5.4	61.7	Yes	Yes
Gender									
Male	210	100.0	10.8	43.6	42.1	3.6	53.8		
Female	196	100.0	6.9	34.1	51.4	7.5	70.5		
Racial/Ethnic Group									
White	171	100.0	4.9	32.5	55.8	6.7	72.4	Yes	Yes
African American	200	100.0	14.0	45.5	36.5	3.9	50.6	Yes	Yes
Asian/Pacific Islander	20	100.0	0.0	29.4	64.7	5.9	70.6	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	361	100.0	5.5	39.8	48.9	5.8	64.7		
Disabled	45	100.0	38.5	33.3	25.6	2.6	35.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	406	100.0	9.0	39.1	46.5	5.4	61.7		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	400	100.0	9.1	38.7	46.7	5.5	61.8		
Socio-Economic Status									
Subsidized meals	148	100.0	17.7	46.0	30.6	5.6	47.6	Yes	Yes
Full-pay meals	258	100.0	4.5	35.7	54.5	5.3	68.9		

Mathematics – State Performance Objective = 36.7%									
All Students	406	100.0	9.0	45.1	25.5	20.4	64.4	Yes	Yes
Gender									
Male	210	100.0	9.2	45.6	24.6	20.5	63.1		
Female	196	100.0	8.7	44.5	26.6	20.2	65.9		
Racial/Ethnic Group									
White	171	100.0	4.9	36.8	31.3	27.0	77.3	Yes	Yes
African American	200	100.0	12.9	55.6	20.8	10.7	50.6	Yes	Yes
Asian/Pacific Islander	20	100.0	11.8	29.4	17.6	41.2	76.5	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	361	100.0	7.0	43.2	28.3	21.6	68.1		
Disabled	45	100.0	25.6	61.5	2.6	10.3	33.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	406	100.0	9.0	45.1	25.5	20.4	64.4		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	400	100.0	8.5	45.6	25.3	20.6	64.6		
Socio-Economic Status									
Subsidized meals	148	100.0	16.1	54.0	16.9	12.9	47.6	Yes	Yes
Full-pay meals	258	100.0	5.3	40.6	29.9	24.2	73.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	406	100.0	22.0	41.0	21.5	15.5	37.0
Gender							
Male	210	100.0	25.1	39.0	20.0	15.9	35.9
Female	196	100.0	18.5	43.4	23.1	15.0	38.2
Racial/Ethnic Group							
White	171	100.0	12.9	40.5	25.8	20.9	46.6
African American	200	100.0	31.5	45.5	15.7	7.3	23.0
Asian/Pacific Islander	20	100.0	17.6	17.6	23.5	41.2	64.7
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	361	100.0	18.5	42.2	22.5	16.7	39.2
Disabled	45	100.0	51.3	30.8	12.8	5.1	17.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	406	100.0	22.0	41.0	21.5	15.5	37.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	400	100.0	21.7	40.9	21.7	15.7	37.4
Socio-Economic Status							
Subsidized meals	148	100.0	36.3	41.1	13.7	8.9	22.6
Full-pay meals	258	100.0	14.8	41.0	25.4	18.9	44.3

Social Studies							
All Students	406	100.0	11.4	47.8	23.1	17.7	40.8
Gender							
Male	210	100.0	11.8	46.7	23.6	17.9	41.5
Female	196	100.0	11.0	49.1	22.5	17.3	39.9
Racial/Ethnic Group							
White	171	100.0	9.2	39.9	27.6	23.3	50.9
African American	200	100.0	14.6	56.2	18.5	10.7	29.2
Asian/Pacific Islander	20	100.0	5.9	35.3	35.3	23.5	58.8
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	361	100.0	8.5	48.9	23.7	18.8	42.6
Disabled	45	100.0	35.9	38.5	17.9	7.7	25.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	406	100.0	11.4	47.8	23.1	17.7	40.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	400	100.0	11.5	47.5	23.1	17.9	40.9
Socio-Economic Status							
Subsidized meals	148	100.0	21.0	54.8	16.9	7.3	24.2
Full-pay meals	258	100.0	6.6	44.3	26.2	23.0	49.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	148	99.3	7.7	28.2	57.0	7.0	64.1
	4	129	100.0	12.6	44.1	40.2	3.1	43.3
	5	171	100.0	24.1	51.8	23.5	0.6	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	116	100.0	4.8	21.0	64.8	9.5	74.3
	4	156	100.0	10.4	43.8	41.7	4.2	45.8
	5	134	100.0	10.9	49.6	36.1	3.4	39.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	148	100.0	12.6	48.3	29.4	9.8	39.2
	4	129	100.0	7.9	35.4	30.7	26.0	56.7
	5	171	100.0	14.7	44.1	19.4	21.8	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	116	100.0	9.5	58.1	24.8	7.6	32.4
	4	156	100.0	12.5	38.9	31.9	16.7	48.6
	5	134	100.0	4.2	41.2	18.5	36.1	54.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	116	100.0	26.7	44.8	25.7	2.9	28.6
	4	156	100.0	25.7	44.4	18.1	11.8	29.9
	5	134	100.0	13.4	33.6	21.8	31.1	52.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	116	100.0	8.6	44.8	23.8	22.9	46.7
	4	156	100.0	13.9	50.7	19.4	16.0	35.4
	5	134	100.0	10.9	47.1	26.9	15.1	42.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 794)				
First graders who attended full-day kindergarten	98.3%	Down from 99.3%	100.0%	100.0%
Retention rate	2.6%	Up from 2.5%	2.6%	3.0%
Attendance rate	96.2%	Down from 96.6%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%	Up from 1.3%	3.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%	Up from 0.9%	2.8%	3.2%
Eligible for gifted and talented	17.4%	Down from 22.7%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Up from 5.2%	7.8%	8.2%
Older than usual for grade	1.0%	Up from 0.9%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.8%	Down from 5.1%	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	45.2%	Up from 38.3%	53.3%	52.6%
Continuing contract teachers	80.6%	Down from 91.7%	84.6%	83.3%
Highly qualified teachers	98.2%	Up from 98.1%	93.8%	93.5%
Teachers with emergency or provisional certificates	3.9%	Up from 2.0%	0.0%	0.0%
Teachers returning from previous year	78.6%	Up from 78.0%	88.7%	87.0%
Teacher attendance rate	93.9%	Up from 93.3%	94.7%	95.0%
Average teacher salary	\$38,021	Up 3.1%	\$42,436	\$41,703
Prof. development days/teacher	11.7 days	Down from 17.6 days	12.4 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.5 to 1	19.6 to 1	18.8 to 1
Prime instructional time	89.3%	Up from 88.4%	90.0%	89.8%
Dollars spent per pupil*	\$5,902	Up 3.5%	\$5,865	\$6,242
Percent of expenditures for teacher salaries*	62.4%	Down from 62.7%	66.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Windsor Hill Elementary is home to a diverse population of over 850 students in Pre-School through Fifth Grade. A very successful volunteer program and a great PTA provide daily assistance for our school programs. Our 44 active business partners are examples of this community's involvement in our school. The knowledge, expertise, and energy of the faculty and staff are the reasons that Windsor Hill is a leader in providing education for our boys and girls in this community.

Fourteen years of excellence has established this school as a leader in Dorchester Two. A winner of the Exemplary Writing Hall of Fame Award, the Red Carpet Award, and the Literacy Spot Award signify those efforts. WHES has also been recognized by the American Red Cross for its efforts in helping with Tsunami Relief and with yearly Blood Drives. The State Department has recognized this school for its excellent programs during Black History Month. Windsor Hill has also met AYP two years in a row.

Windsor Hill Elementary School is challenged to meet the needs of an influx of children with English language deficiencies and families experiencing the realities of poverty. To meet this challenge, our teachers have implemented a new Literacy Model and have embraced training in Phonemic Awareness as well as Write Traits Training. Our students who are at risk receive small group instruction by highly trained literacy teachers. Our pre-school population receives visits from our Early Literacy Coordinator as well as home training. Our English as a Second Language instructor provides small group assistance for our growing Spanish population as well as other children from diverse backgrounds.

Our school-wide Accelerated Reading program is sponsored by our PTA. Children have the opportunity to set individual goals as well as class goals. Students are rewarded with ribbons, coupons at fast-food restaurants, lunch with administrators, t-shirts, engraved trophies, and an AR dog tag as they reach different levels. Our Gate Program enriches the curriculum and our Kids with Character Program provide a positive incentive program that coincides with our disciplinary plan. All students are exposed to the Arts. We have a fully equipped computer lab and instructor where all children have the opportunity to practice their computer skills.

Windsor Hill is dedicated to the family values of yesterday; yet, as we face the uncertainties of the twenty-first century, we are devoted to insuring that students are reaching their maximum potential in a safe learning environment.

Jim Atkinson/Principal
Diane Stice/SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	109	70
Percent satisfied with learning environment	88.6%	89.0%	97.1%
Percent satisfied with social and physical environment	95.5%	86.4%	94.2%
Percent satisfied with school-home relations	77.3%	93.0%	78.6%

*Only students at the highest elementary school grade level at this school and their parents were included.